Name: Nicholas Verbon

Subject Area(s): Geography

Age/Grade Level: 11th Grade

Unit Title: Mexico-U.S. Migration

Lesson Title: Lesson 4: Immigration policy and immigration trends

Estimated Time: 90 minutes

Unit website: <http://samplecourse1.wikispaces.com/US-Mexico+Migration+Unit>

Outstanding lesson with very effective use of technology (wiki, Internet research, and student created ppt on google docs). See comments below PLEASE POST TO TK20

**Purpose/Rationale for lesson:**

*To understand the movement of people throughout history and its present-day implications.*

**Curriculum Framing Questions:**

Essential Question:

* + *Why do people migrate?*

Unit Question that applies to this lesson:

* + *How has US immigration policy influenced migration from Mexico to the U.S.?*

Lesson or Content Question(s):

* + *What are the current immigration trends from Mexico to the US?*
  + *What US immigration polices have influenced migration from Mexico to the US?*
  + *How have US immigration policies influenced migration from Mexico to the US?*

**Goal:**

*Develop an understanding of US immigration policy and its effects on migration.*

**Learning Objectives (LO):**

1. *Students will be able to identify U.S. immigration policies.*
2. *Students will be able to classify U.S. immigration policies by purpose (i.e. to whom the policy is directed and for what purpose).*
3. *Students will be able to orally present summary information and analysis of at least one immigration policy and its intended and unintended effects.*
4. ***Technology:*** *Students will be able to follow links on the course Wiki site to perform research.*
5. ***Technology:*** *Students will be able to manipulate a Google Doc presentation simultaneously with their peers.*

**Curriculum Standard(s):**

**SS.HS.GE 06:** *Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries or regions.*

**Materials Needed:**

* Handout 4.1 (also on the [group wiki](http://gthy2011.wikispaces.com/Megan%2C+Julia%2C+Nick))
* Computer lab with Internet access (mobile laptop lab or computer lab)

**Background knowledge or skills students need prior to lesson:**

* From previous courses:
  + *Skills*: (1) basic computer/Internet literacy (logging on to a computer, finding a website if given the URL, scrolling through a website and clicking on links, word processing)
* From previous lesson in immigration unit:
  + *Vocabulary*: immigration

**Hook or Introduction**

See ***Step 1: Bell Work*** below.

**Procedures:**

***Step 1: Bell Work (5 minutes)***

Upon entering the classroom, I will have two questions posted for students to begin reflecting on and responding to in writing:

1. *If you had to emigrate, to which country would you like to move?*
2. *Do you think you will be allowed to immigrate into your chosen country?*
3. *What policies might make it difficult to enter and/or live in that country?*

After a few minutes, I will ask students to briefly share their answers with their shoulder partners (six groups of four). Each student will have a card from a deck so that I can use “deck of fate” to chose which students will answer the questions orally for the class. I will be probing for political policies that countries enact to influence the flow of immigration. I will explain to them that, just like economics, the environment, culture, and social factors influence migration, so too do governments. Then, I will explain to them that today’s lesson is going to help them understand the variety of ways in which governments attempt to alter immigration trends. Effective connection of lessons to students’ lies.

***Step 2: Introducing Immigration Policy (10 minutes)***

I will play a five-minute excerpt from an episode of *Talk of the Nation* with Neal Conan on National Public Radio, called [*Why It’s So Difficult To Secure the Border*](http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=126887021&m=126887017)*.* During the first few minutes, the clip talks about a number of ways in which individuals immigrate illegally (e.g. overstaying a tourist visa, illegal passage over the southwest border) and the attempted responses of the government (building a fence, raids on employers). I will frequently pause the clip at each point that it either: (a) introduces an immigration policy to alter immigration flows, or (b) uses vocabulary words for the day (*visa, worker visa, tourist visa, student visa*) and other unfamiliar terminology. Following this clip, I will go over the vocabulary not introduced in the radio program but important for doing the research of the day (*refugees, asylum, social services, undocumented workers*).I will ask students to make notes of the definitions of these words to reference when doing the Internet research later in the lesson. Also, before beginning the research, I will briefly describe the eight policies that we are looking at today in our groups: *worker visa allowances, family visa allowances, refugee/asylum allowances, border security measures, access to social services for legal and illegal immigrants, restrictions on employers, tourist visa restrictions, undocumented workers,* and *domestic policing/monitoring*.

***Step 3: Internet Research and Google Docs Presentation (45 minutes)***

In groups, students will research an immigration policy, answer questions about that policy, and create a slide as part of a class presentation on immigration policies. This activity will help students understand the intended purpose of an immigration policy, the intended and/or unintended consequences of that policy on immigration flows, and the target of those policies (legal and/or illegal immigrants).

Students will be divided into eight groups of three students, and each group will be researching one immigration policy. I will prearrange the groups to make sure that groups have at least one benchmark or exceeding reader. Together, we will walk down to the computer lab (or use a mobile lab), and each group of three students will require three computers.

Once we are settled, I will prompt students to open an Internet browser and go to our class wiki: [Geography](http://samplecourse1.wikispaces.com/US-Mexico+Migration+Unit). On the wiki, I will request that they click on [Lesson 4](http://samplecourse1.wikispaces.com/US-Mexico+Migration+Unit+-+Lesson+4) to find the assignments for the eight groups. For each group, the wiki page indicates their policy (e.g. border security), provides links to resources on their policy (e.g. <http://www.migrationinformation.org>), and then lists the essential questions for that policy (e.g. *How would a change in the number of worker visas allowed affect immigration?*). At the beginning of the session, I will ask all students to spend 15 minutes independently and quietly reading and reviewing the links provided. Excellent resources for each group

After they read the links independently, I will provide each group with a unique login ID for Google Docs (e.g. [verbon.group1@gmail.com](mailto:verbon.group1@gmail.com)), located at bottom of each group’s information on the wiki, and a password. They will then follow the link on the wiki to the Google Docs page to sign in. In each group’s Google Docs page, they will see the class presentation in their list of documents (see the presentation, [*Immigration Policies and Migration Trends*](https://docs.google.com/present/edit?id=0AeUWsVoaXG3UZGczM2RodGJfMmdzcjVyNWRm&hl=en_US)). Each group will have one slide and will only be allowed to work on that slide. The setup of the collaborative environment allows the teacher to monitor the simultaneous work of all groups.

On each slide, groups will be asked to do two things: provide a brief, one to two-sentence, summary of the policy and answer the “essential questions” listed under their group number on the wiki.

Groups that finish early will be asked to first work on the *design* of the page (i.e. colors, fonts, pictures from CreativeCommons, etc.) and then refer back to the “bell work” and reflect on the ways in which a foreign government may prevent them from immigrating with immigration policies. Those students on the reflection part will be asked to be writing actively in their journals.

***Step 4: Class Presentations (20 minutes)***

After returning to the classroom (or putting away the mobile lab), each group will present their slides in front of the class (all slides will already be together on the Google Docs page). All three students in the group must participate: one student will summarize the policy, a second student must report the answers to the “essential questions,” and the third student will answer any clarification questions by students or myself. This way, each student in the group is accountable for understanding the policy. Shows individual accountability within each group

As they are describing their policies, the class will help the recorder and the teacher categorize the policies in a two-by-two table (see a completed version of Handout 4.1 on the [group wiki](http://gthy2011.wikispaces.com/Megan%2C+Julia%2C+Nick)). One axis deals with the target of the policies (illegal or legal immigration) and the other deals with the likely affects of the policy (increase or reduce immigration). The categorization process will help students organize the concepts learned that day and understand how political policy can work as a push or pull factor. Helpful information

***Step 5: Closure (10 minutes)***

At the end of class, I will revisit the end to the excerpt from the previous NPR broadcast in which experts offer their perspectives about the reasons for a recent drop in the number of illegal immigrants crossing the border. While one expert blames the economic recession, the other says increased enforcement is a more contributing factor. After listening to the five-minute clip, I will ask students to write down their explanation of the decrease in immigration. Not only is this intended to have them reflect on what they learned about policy that day, but it will also ask them to relate today’s lesson with the previous lessons that talk about economic pull factors. The completed reflection will be the exit slip.

**Differentiation/Accommodation**:

* *Pairs/seating arrangements*: Students are seated in heterogeneous groups, where shoulder partnerships include one higher and one lower student. Since students will be working in groups of three, there will be a higher student to take on more of a leadership role. This will not only challenge the higher-achieving students (TAG), but will also give the lower-performing students an opportunity to work with and learn from their peers.
* *Use of technology*: The technology activity offers an engaging experience where students are left to explore the content at their own speed.
* *Modeling*: I will model the tasks that they need to complete to aid all in completing the assignment successfully.
* *Descriptions of vocabulary terms*: Repeated explanations of these terms in simple language will help with their understanding.
* *Group discussions*: During discussions, I will utilize the “think-pair-share” strategy to provide students with opportunities to think and share with their partners prior to publicly reporting their ideas. Also, when we are reporting opinions, findings, and other information, student suggestions will be recorded on a list in front of the classroom in an organized way (e.g. in categories).
* *Delegation of tasks*: During the class presentations, I will delegate one student (likely the ADHD, behavioral needs student) to write the policies in our graphic organizer on the board (a larger version of the students’ Handout 4.1).
* *Motor activity*: Since we will likely be working in a computer lab (though a mobile lab is possible), we will be walking to and from the lab.

**Attention to Literacy:**

* Each student and group will be tasked with reading a few online documents, which vary greatly in difficulty. Each group should have easier and harder documents. By giving all students quiet reading time, I ensure that all at least attempt to comprehend the material. During the group work, lower readers will be able to confirm what they learned in the reading with their partners so that they are all ready to demonstrate their understanding of the online resources in their presentations.

**Closure:**

See ***Step 5: Closure*** in **Procedures** above.

**Assessment and Evaluation of Student Learning:**

Step 1 assessments: (1) I will be randomly calling on students to share their answers to the bell work questions, allowing me to formatively assess prior knowledge of immigration policy—LO 1, LO 2

Step 2 assessments: (1) When asking questions during radio clip, I will probe for an understanding of the difficult vocabulary and for an understanding of the purpose of the different policies discussed in the clip—LO 1, LO 2

Step 3 assessments: (1) I will walk around the room when we are accessing the links and reading the information to make sure all students made it to the indicated web pages—LO 4; (2) I will monitor progress on the Google Docs presentation slides from a computer where I can watch the location of the cursor and what they are typing in real time—LO 1, LO 2, LO 5

Step 4 assessments: (1) I will assess each student’s oral presentation and the group’s information provided by the slide—LO1, LO 2, LO 3; (2) I will randomly ask students for ideas on how to classify the policies in our graphic organizer (Handout 4.1) after each presentation—LO 3

Step 5 assessments: (1) The exit slip will provide me with information on students’ understanding of immigration policy and its consequences for immigration flows, as well as their ability to compare these newly learned political push/pull factors with the push/pull factors introduced in previous lessons—LO 1, LO 3